


Directions: Review the information provided in the scenario. Complete the items marked as  Practice. Discuss your responses with other participants.

Tier 1 Problem Solving Practice – 4th GRADE

STEP 1 – PROBLEM/GOAL IDENTIFICATION: What do we want students to know and be able to do? What do they currently know and are they able to do?

A Fourth Grade PLC meets weekly to monitor learning and plan instruction for all fourth grade students. The team is comprised of all general education and special education teachers who provide instruction to fourth-graders as well as the math and literacy coaches. The PLC is meeting today to review data from a recent English/Language Arts assessment. This particular assessment tested the mastery of **LAFS.4.RL.1.3: Describe in depth character, setting, or event in a story or drama, drawing on specific details in text.** The data enable the team to examine the percentage of students in each of the three fourth-grade classes who have mastered the standard as well as identify individual students who may need of additional support. (See reports Q1:A and Q1:B, respectively, on next two pages of this handout)

The team determines that this assessment was particularly challenging for Mrs. Jenkins' class. They noted that (1) fewer than 80% of Mrs. Jenkins' students were able to demonstrate mastery of **LAFS.4.RL.1.3** (see Key Ideas and Details section of assessment report) and that (2) one particular student, **Carmen**, performed below the level of many of her peers. Carmen is a student with a Specific Learning Disability and has an active IEP.

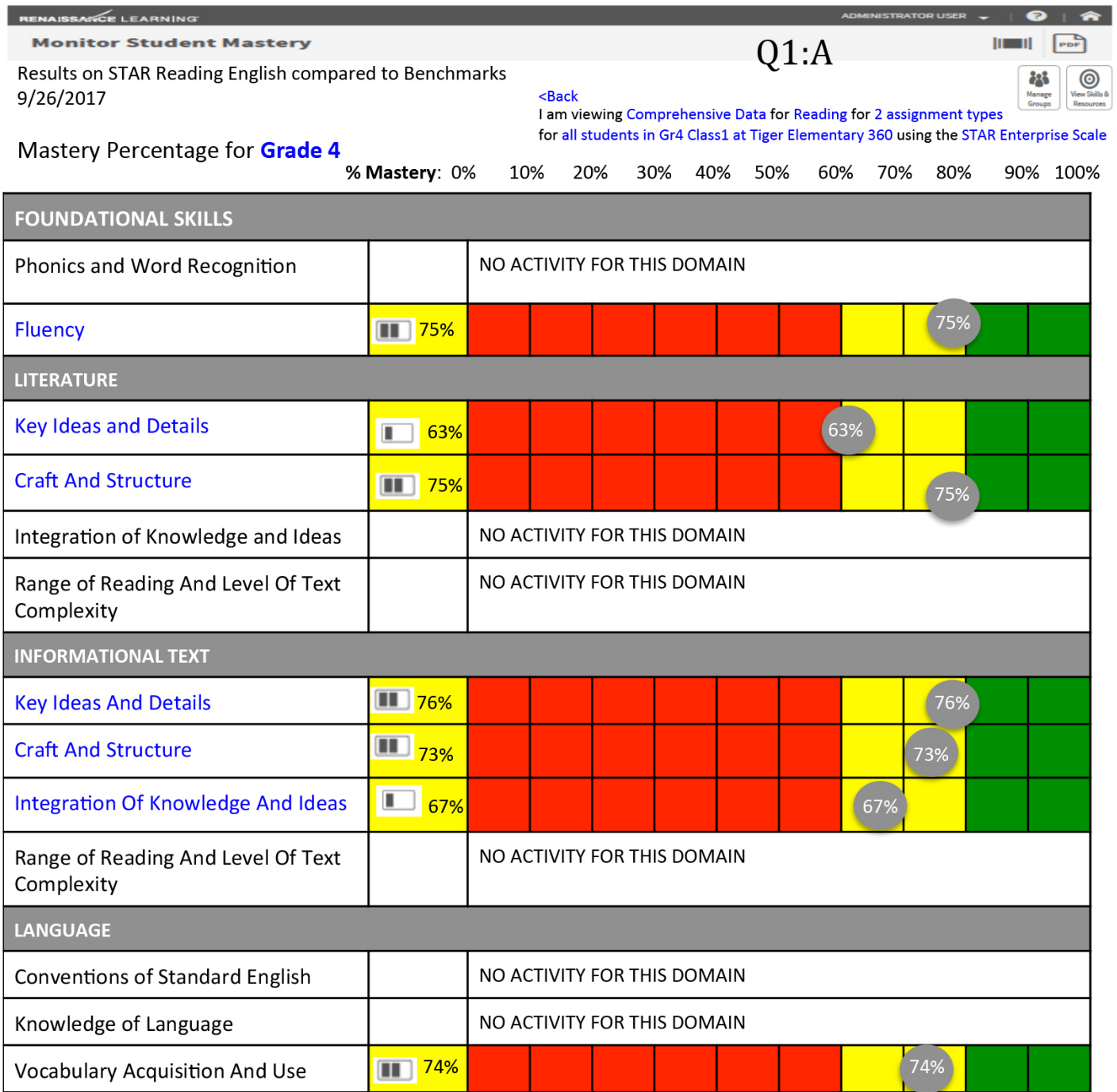
Based on the data, the PLC recognizes the need to engage in targeted problem solving to **support and improve Mrs. Jenkins' universal instruction related to LAFS.4.RL.1.3.** Their expectation is that these changes will increase learning for all students, including Carmen.

The PLC develops the following GOAL:

80% of students in Mrs. Jenkins' class will demonstrate mastery of LAFS.4.RL.1.3 as measured by the Key Ideas and Details section of the Quarter 2 Assessment.

Expected level of performance: *80% of students or more will demonstrate mastery*

Current level of performance: *69% of students are demonstrating mastery*



High Confidence:

Move forward with appropriate skill instruction.
Additional assessment is not necessary.

Medium Confidence:

Proceed with appropriate skill instruction, but with some degree of caution.
Additional practice/assessment will increase confidence.

Low Confidence:

More instruction/practice/assessment is required to have confidence in the Mastery Level.
Reassess following instruction/practice.

No data

Beginning

Developing

Secure

English

Spanish

QUESTIONS ASKED

n items

NOTES

Please go to help by clicking "?" at the top for an explanation of % Mastery, and how STAR Spanish Mastery and STAR English Mastery should be understood.

Confidence in mastery score is determined by the amount, type, and recency of student activity for any given domain, standard, or skill.

Q1:B

[<Back](#)

I am viewing **Comprehensive Data** for **Reading** for 2 assignment types

for all students in Gr4 Class1 at Tiger Elementary 360 using the STAR Enterprise Scale



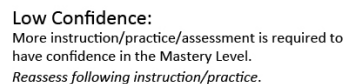
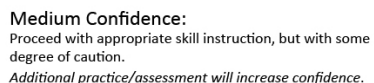
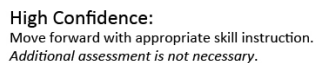
Manage
Groups



View Skills
Resource

% Mastery: 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

MASTERY CONFIDENCE



MASTERY

**MASTERY %**

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STEP 2 – PROBLEM ANALYSIS: Why is the desired goal not occurring?

*The team generates several hypotheses and corresponding prediction statements across multiple domains (Instruction, Curriculum, Environment, Learner) in order to determine **why** the problem is occurring.*

Hypothesis 1 Curriculum: The problem is occurring because the curriculum does not include adequate time for the students to practice the targeted skill and receive feedback.

Prediction Statement: If the curriculum is changed to include multiple opportunities to practice the target skill, then the problem will be reduced.

Hypothesis 2 Learner: The problem is occurring because the students lack the prerequisite skills necessary to master the target skill.

Prediction Statement: If the students are provided instructional scaffolding for the prerequisite skills, then the problem will be reduced.

Hypothesis 3 Environment: The problem is occurring because the environment lacks the structure necessary for effective universal instruction.

Prediction Statement: If instructional routines are established and reinforced, then the problem will be reduced.



Practice: *Develop a hypothesis and corresponding prediction statement for the domain of instruction. (See ICEL UDL Crosswalk and ICEL UDL Instruction Handout for elements related to the domain of Instruction and **ideas for universal design.**)*

Hypothesis 1 - Instruction: The problem is occurring because

Prediction Statement: If

Step 3 – INSTRUCTIONAL DESIGN: What are we going to do about the problem?

The PLC uses various assessment methods (Review, Interview, Observe, Test) to either validate or refute the hypotheses during Step 2 (Problem Analysis) of the problem solving process. The hypothesis related to the domain of **Instruction** is validated.



Practice: Complete the “Instructional Plan” section of the Comprehensive Planning Form based on the hypothesis and prediction statement you developed in the domain of instruction during Step 2.

Comprehensive Planning Form

Instructional Plan	Support Plan (For the teachers)	Fidelity Documentation	Plan for Determining Progress
<u>Who</u> is responsible? <u>What</u> will be done? <u>When</u> will it occur? <u>Where</u> will it occur?	<u>Who</u> is responsible? Mrs. Jenkins’ fellow PLC members <u>What</u> will be done? Review the instructional plan with Mrs. Jenkins, model implementation and observe Mrs. Jenkins’ implementation and provide feedback. <u>When</u> will it occur? During weekly PLC meetings <u>Where</u> will it occur? Media Center	<u>Who</u> is responsible? Mrs. Jenkins <u>What</u> will be done? Document implementation of the instructional plan in her lesson plans <u>When</u> will it occur? Upon completion of weekly lesson plans <u>How</u> will data be shared? Mrs. Jenkins will reference and share her lesson plans during weekly PLC meetings.	<u>Who</u> is responsible? Mrs. Jenkins <u>What</u> data will be collected and <u>how</u> often? Benchmark assessment at the end of Quarter 2 <u>How</u> will we decide if the plan is effective? <i>Decision rules:</i> <i>80-100% = Positive response</i> <i>60-79% = Questionable response</i> <i>0-59% = Poor response</i>

Step 4 –RESPONSE TO INSTRUCTION/INTERVENTION: Is it working?

The team examined the Quarter 2 assessment data (see Reports Q2:A and Q2:B that follow) and used their pre-established decision rules to determine the student response and plan next steps.

Decision rules:

80-100% = Positive response

60-79% = Questionable response

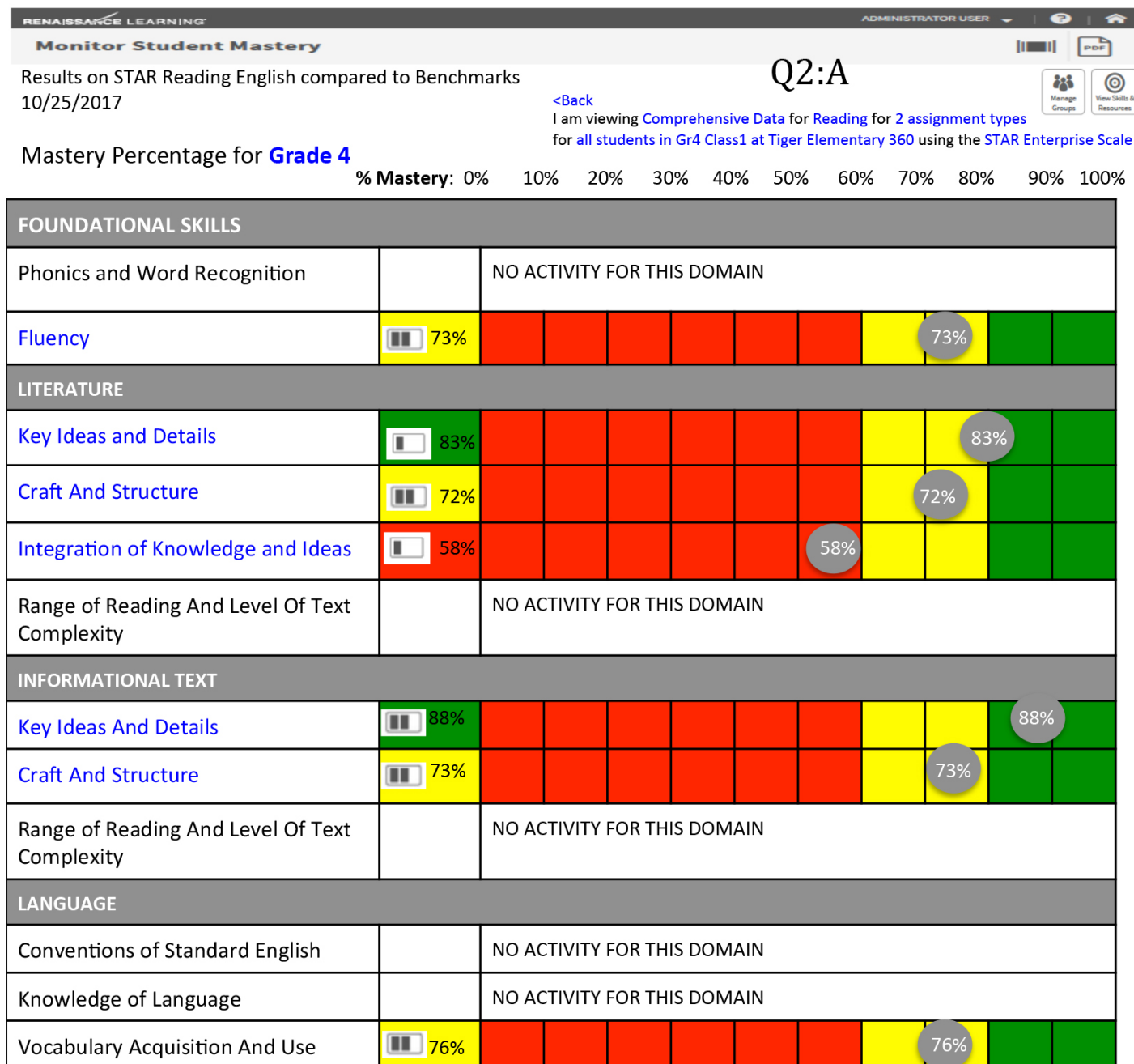
0-59% = Poor response



Practice: Using the team pre-established decision rules, examine the data above, determine if student response is positive, questionable or poor and recommend next steps.

1. Was the student response positive, questionable or poor? _____

2. What would you recommend as next steps for Mrs. Jenkins?



MASTERY CONFIDENCE



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Move forward with appropriate skill instruction.
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Medium Confidence:
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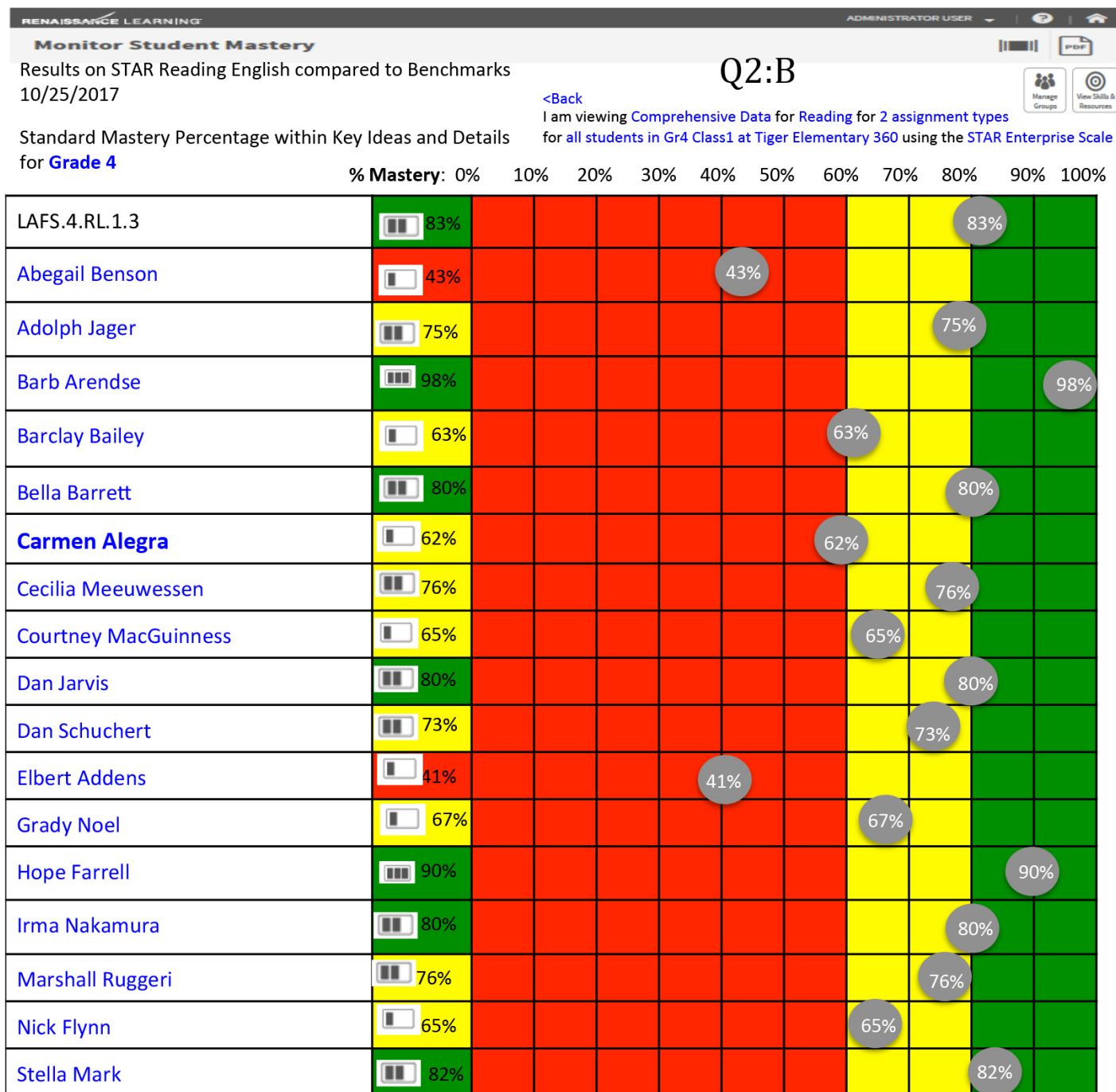
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Decisions

What to do if Rtl is:

- **Positive**

- Continue intervention with current goal
- Continue intervention with goal increased
- Fade intervention to determine if student(s) have acquired functional independence.

1

Decisions

What to do if Rtl is:

- **Questionable**

- Was intervention implemented as intended?
 - If no - employ strategies to increase implementation integrity
 - If yes -
 - Increase intensity of current intervention for a short period of time and assess impact. If rate improves, continue. If rate does not improve, return to problem solving.

2

Decisions

What to do if Rtl is:

- **Poor**

- Was intervention implemented as intended?
 - If no - employ strategies in increase implementation integrity
 - If yes -
 - Is intervention aligned with the verified hypothesis? (Intervention Design)
 - Are there other hypotheses to consider? (Problem Analysis)
 - Was the problem identified correctly? (Problem Identification)

3